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Home Economics

Alice Peloubet Norton

The work in home economics for the pedagogic school began with a full and free discussion of the meaning and scope of the subject. The fact was emphasized that the home is inclusive of the family as well as the house, and that the management of the home means far more than housekeeping. The following outline was presented as suggesting the various subjects which are legitimately a part of the science of home life:

I. The Home.

1. Historical development.
2. Relation to other social institutions.
3. Function in society.
   - (a) Propagation.
   - (b) Location and defense.
   - (c) Production and transmission of wealth.
   - (d) Intellectual and social training.
   - (e) Ethical and religious training.

II. Formation of the home.

1. The Family.
2. The House.
   - (a) Location and surroundings.
   - (b) Domestic architecture.
     1. Plan.
     2. Foundations and cellar.
     3. Plumbing and drainage appliances.
     4. Heating and ventilating apparatus.
     5. Lighting.
   - (c) Domestic art.
     1. Floors and walls.
     2. Furniture.

III. Maintenance of the Home.

1. Care of house for cleanliness.
   - (a) Care of plumbing.
   - (b) Heating, ventilating, and lighting.
   - (c) Removal of dust and dirt.
2. Food.
   - (a) Selection.
     - Food materials.
     - Dietaries.
   - (b) Preparation.
     - Cooking and serving.
   - (c) Dangers.
     1. Adulterations.
     2. Meat and fruit supply.
     3. Milk supply.
     4. Water supply.
3. Clothing.
4. Home nursing.

IV. Administration of the Home.

1. Relation of different members of the family.
2. Training of children.
3. Domestic service.
4. Financial management.

In a consideraton of the various names proposed for this work, such as domestic science, domestic economy, home science, household economics, household arts, objections were raised to each one, and "home economics" was suggested as on the whole the broadest and best for the general subject.

A discussion followed of the place which this work should hold in the school curriculum, particularly in the grade school, and the purpose with which it should be taught. Its intimate connection with the lives of all makes it especially valuable in training for good citizenship. Cooking or housekeeping, as a trade, or a subject set apart by itself, without relation to other work, has no legitimate place in an ideal educational scheme; but the life of the home, including the household industries, may be so related to all other work, so interwoven with all the interests of the child, as to become an essential part of his training. The extent to which this may be done is indicated in some measure in the various grade outlines. French, art, number work, nature study, have been brought into close connection with the home industries. An interesting plan is that of making the luncheon period a means of training the children in some of the simplest principles of the care of the home. The pupils of the lower grades set the table for their luncheon, clear it, and wash and wipe their dishes, doing their work by committees, and taking great delight in it.

The need of work which shall elevate the ideals of home life was clearly brought out by a comparisou between the homes of to-day and those of the past. It is unfair to compare, as is often done, the worst or even the mediocre homes of to-day with the best of the past, but no one can deny that there are serious dangers threatening the home, and that these can only be avoided when the community is educated to the highest ideals of home life, and to a sense of its paramount importance. In this education the teacher must take a prominent part, and a clear idea of the function of the home and its place in society is therefore essential.

Any complete study of the subject involves a knowledge of sociology and of the structure of society, and at least a superficial understanding of them is necessary. The following outline given by Professors Small and Vincent will aid in the right conception of the work of the home:

Classification of Social Functions

(a) Propagation. (b) Location or Settlement, (c) Defense against Nature. Animate and Inanimate. (d) Production of Wealth.	The Sustaining System.
(e) Transportation (and Exchange). (f) Apportionment of Wealth (g) Transmission of Wealth.	The Transporting System.
(h) Discovery, Invention, Technical Applications. (i) Communication of Psychical Impulses. (j) Intellectual Training (Transmission of Knowledge). (k) Discipline (Ethical and Social Training). (l) Control (Co-ordination of Activities).	The Regulating System.

A study of the "distribution of these functions among social agencies" shows the family to be more or less actively concerned in nearly all the work of society. Good homes are essential to the well-being of the nation. Good citizenship implies good home-making. The teacher of any branch of home economics must be imbued with this ideal if she would do the work that is best worth while.

As stated in the October number, the subject chosen for study and laboratory work for the first part of the year will be food, including its source, composition, and nutritive value, as well as its preparation. After the isolation of the different food principles, the classification of foods and the study of water as previously outlined, the following topics will be considered:

IV. Mineral Matter.

Kinds, where found, food value, and use in body. Solubility in water, and inference as to cookery of vegetables containing mineral salts. Comparative solvent power of hard and soft water. Quantitative determination of mineral matter in milk.

V. Starch.

Composition, source, value as food, test. Microscopic examination of starch grains from various sources. Effect of heat. Popped corn. Effect of different degrees of heat conveyed by means of water. Comparative study with microscope of mixtures of starch and cold water, starch and water heated to 60° C., starch and boiling water. Cookery of cereals.

VI. Change of starch into sugar. Classification of carbohydrates.

References

Small and Vincent, *An Introduction to the Study of Society*, pp. 237-250, American Book Co.; Annual Reports of Divorce Reform League, 1890-98; Church's *Food*, Chapman and Hall; Matthieu Williams, *Chemistry of Cookery*, Chap. XI, Appleton & Co.; American Kitchen Magazine, Vol. IV, p. 218; Vol. V, p. 228; Vol. VI, p. 179; E. H. Richards, *Food Materials and their Adulteration*.

For the work in the grades see Miss Cooke's outlines. In the upper grades the work for this year will follow closely that laid down for the lower grades, since the present classes have had no work of the kind. It will of course be carefully adapted to the ability of the children.

The Home-Maker's Course

In addition to the pedagogic and academic courses the school offers an opportunity for those who are not preparing to teach to take special courses in home economics.

Home-making is to-day the only profession for which the most superficial training is generally considered more than sufficient; yet home-making in its highest and best sense is more than a trade, or group of trades; it is entitled to rank with pedagogy and law and medicine. It is a profession worthy of the best talent and the most complete training. A two years' course, embracing a variety of subjects under different teachers, specialists in their own departments, will constitute a professional school for home-makers. The requirements for admission will be practically the same as for entrance to the school of pedagogy, the equivalent of a high school course.

The course will include work in the natural sciences which find especial application in branches of home economics, chemistry, physics, biology, bacteriology, physiology, hygiene, and the botany of food plants. The work in these will be applied in the study of the sanitation of the house, including its situation, its drainage, ventilation, and heating, and the general care for cleanliness; in the study of food, its composition, cost, and nutritive value, its selection and preparation, and the calculation of dietaries; and in the study of the physical well-being of the family, including home nursing.

Art will form an important part of the work, and will be applied to house architecture, and to the decoration and furnishing of the house, as well as to textile fabrics and clothing. Economics and mathematics will both be used in the study of the financial management of the home, the question of the division of the income, and the keeping of accounts. The domestic service problem will be studied from the standpoint of economics.

The care and training of young children is one of the most important duties of the home-maker, and involves some knowledge of psychology and of educational methods, as well as of literature.

Power to handle material, control over things, is essential for the best management of the house, and this will be given by work in sloyd as well as in the household arts of sewing and cooking.

The best training of the individual will be kept in mind throughout all the course.

For those who cannot take so complete a course as that outlined, there will be special classes meeting twice a week for work in sanitation, in house decoration, and in food, including cookery.

A full outline of the work in all courses will be given in the December COURSE OF STUDY, with the names of instructors.

Cooking in the Primary Grades

Flora J. Cooke

In the outline for the grades it will be seen that during the past month the children have visited a farm and studied the storing of crops and the various ways of preserving fruits and grains for use in the winter.

In the dramatization of the story of the first Thanksgiving, the primary children will try the primitive Indian ways of grinding, cooking, and preserving corn.

The cooking for the lunch in the primary grades, as described in last month's COURSE OF STUDY, will be confined to three cereals—corn, rice, and wheat. With the help of museum specimens, pictures, and selected and prepared reading lessons the children will discuss the manner of growth and harvesting of these grains and the processes by which they are prepared for use as food. The extent of this work in each grade will depend upon the previous experience and present interest of the children.

Simple experiments for discovering the gluten, starch, water, and ash in the cereals will be performed by the children when their questions demand such analysis as explanation for their results. All observations will be carefully recorded to be used as data and guides in future experiments. Some of the observations recorded will probably be:

A record of time taken to parch and pop corn under different conditions.

Results of a comparison of parched wheat, corn, and rice.

Results of cooking each grain in cold water. Results of boiling each a given length of time.

Notes on the making of cereal coffees.

A record of physical changes produced by each process of cooking.

The effect of baking, boiling, and roasting upon the taste of each grain.

The esthetic side of the work will be emphasized in the preparation and serving of the food to invited guests.

Language, reading, writing, and number lessons are obviously incidental, but most essential to accurate execution in this work. See Reading Lessons in December number of COURSE OF SUTDY.

In number the problems will consist in measuring quantities and estimating the cost of materials; in determining the exact amount of water each cereal absorbs under various conditions; in measuring the temperature and time required in different experiments; in the planning and making of the recipe book; and in the keeping of marketing accounts for the month.

For detailed plans for making of aprons, dish-towels, and cook books, see Department of Industrial Arts for December.

Art

John Duncan

HIGH SCHOOL AND PEDAGOGIC SCHOOL. The work for this month will be a continuation of that indicated for October. (See October Outline.)

Much that is suggested in the outline may give place to other work more pressing, such as the decoration of the building we are to occupy during this winter, and any temporary decorations called for by special occasions. This month we celebrate Thanksgiving and will begin to plan the decorations for Christmas. The students will form themselves into little voluntary groups for the doing of special things, and work into each other's hands, the less skilled assisting the more skilled in their work, somewhat on the lines of the apprentice system of the Renaissance, each to help in the degree of his or her ability, from the greatest to the least.